Teaching Measurement Tools Work Group A Sub-Committee of the Utah Effectiveness Project for High Quality Education

Friday, December 16, 2011

Minutes

Members in Attendance: Linda Alder, Brenda Burr, Janet Cannon, Lyle Cox, Robert Cox, Shannon Deets, Laura Grzymkowski, Launa Harvey, Beverly Jenson, Kurt Johnson, Jo Jolley, Sara Jones, Jane Martain, Brian Myrup, Kristin Nelson, Reed Spencer, Barry Walker, and Mckell Withers

Members Excused: Kristi Jones and Hollie Pettersson

- I. Members of the group introduced themselves and discussed their experience related to educator evaluation. It was commented that the committee consists of a broad range of educators with varying backgrounds.
- II. Members of the group discussed and agreed upon guidelines for the work of the group.
- III. The Utah Effectiveness Project for High Quality Education was introduced, reviewed and discussed at length. The purposes, history, and future plans for the project were included in the discussion. The Utah Professional Teaching Standards and Educational Leadership Standards were introduced, reviewed, and discussed. The State Board rules governing the standards and the evaluation program were made available to the group and the major features of those requirements were reviewed.
- IV. The goals for the work group were introduced, reviewed, and discussed.
- V. Guidelines for interacting and making decisions were discussed and approved by the work group members.
- VI. The group participated in an activity during which each member expressed their areas of confidence and areas of concern regarding the planned work of the group.
- VII. Various group members detailed educator evaluation programs that they have developed, evaluated or reviewed to serve as a basis for future discussion.
- VIII. The group adjourned with plans to hold a second meeting on Friday, January 6, 2012. Happy New Year!

Work Group Guidelines – Approved December 16, 2011

- Work group advisory to USOE staff
- Facilitated process leading toward specific goals
- Make decisions based on consensus with option for dissenting options
- Minutes recorded, emailed, and reviewed at each meeting

- Confidential
- Represent interests of your organization, but also represent the interests of the state as a whole
- Contribute you knowledge, experience, and expertise
- Willingness to participate in development work
- Interest in contributing to new and different policies and processes

Charge for the Work Group

The Instructional Measurement Tools Work Group is charged with developing research-based, effective, and doable observation tools, protocols, and other supportive materials to be adopted as one several measurements for evaluating instructional proficiency. The products of this group will be part of the model educator evaluation program described in *State Board Rule R277-531*. *Public Education Evaluation Requirements* and will be available for adoption by Utah school districts.

Products:

- Comprehensive instructional observation and evaluation tool
- Protocols for administration
- Protocols for timeframes, interview, reviews
- Processes for gathering data
- Forms and support documents
- Electronic tools

Group Discussion Notes - December 16, 2011

Improving Instruction through Effective Teacher Evaluation: Options for States and Districts

- Research links effective teaching/instruction and students' academic achievement.
- Teacher evaluations should identify and measure the instructional strategies, professional behaviors, and delivery of content knowledge that affect student learning.
- Ongoing formative evaluations without any consequences (rewards?) provide minimal incentives for teachers to act on the feedback.
- Teacher evaluation results can provide teachers with the first steps toward improving their instructional practices.
- Lesson plan as a possible measurement tool.
- Training of evaluators. Creates less confidence in results by the evaluator and those being evaluated.
- Peer evaluation. Concept of peers being evaluators for teachers.
- More frequent evaluation is good.
- The longer the observation the better. Consider doableness.
- More frequent applies to more experienced teachers as well as less-experienced.
- More focused observations are more useful.
- More teacher buy-in when formative feedback in included.
- Small, focused observations as formative.
- At some point the principal needs to know about formative problems.
- Define which hat you have on. Vital that teachers understand what they're being evaluated on.
- Principal as instructional leader. Should be able to coach and mentor along the way.
- Teachers like professional development over monetary incentives. Should tie professional development to evaluation.
- A cadre of experienced teachers to have cameras in their classrooms.

- If you really want to add value, there has to be professional development to support development of skills.
- Professional development and communication is the key to building trust.
- Need protocol to communicate about outcomes.
- Operationalizing for various levels
- Multiple measures important
- Standards are not all observable, all indicators are not at the same level of difficulty.

Discussion – What's Happening in Programs?

- Every teacher must observe others.
- Gentle, but relentless sense that teaching is public work.
- On-going conversation about teaching.
- Set on effective, high leverage skills, multiple observations (15-20 per year)
- Observation classroom in some skills, needing assistance in other skills
- Goal to become observation classroom in weak areas.
- Identify as intervention classroom. Film, team teaching.
- 3 rounds of observations. More intensive assistance.
- Identified % for compensation based on proficient skills and team growth.
- Group professional development. App under development, teacher feedback form.
- Teachers buy in to the idea that they become better teachers each year. They make each other better teachers.
- Skills developed by teacher leadership council.
- Culture needs to be established for frequent observation.
- Badges for Heroes Award system of online buttons (McArthur Foundation)
- EBLS Observation 360 tool
- EBLS There Now.net
- Transitional period to make changes and what are the steps to get to it.
- Include description of culture needed to support effective teaching.
- Build transparency into instruction, evaluation, assessment.
- EBLS, Mastery Connect
- EBLS, relationship with USU, support for research base
- SS, performance pay since 1986. Overall principal rating. Buildings get equal share per teacher.
- SS, uses PD 360 provided by the state
- JPAS observation too with interview, 2 observations 30 minutes +.
- JPAS, 49 observable indicators, trained administrators, rule for each observed item.
- JPAS, 24 hour training, recertification every third year. Monitor ¼ each year. Re-establish reliability.
- Resources matched to each indicator
- Training on system for each participant
- Weighted indicators
- 2 observations + interview 2X per year for provisional teachers.
- Interim evaluation, reflection, professional development plan, plus interview.
- Feedback report, 4 areas.
- Lesson plan as part of review